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ABSTRACT

Providing a broad framework of goals, content, teaching strategies, class activities, and resources, this quinmester curriculum guide for students in grades 10 through 12 emphasizes economic, social, and political development in the United States since 1865. The content focuses on industrialization, minority groups, reform movements, foreign affairs, and current problems. Both affective and cognitive objectives are stressed. Major concepts of American history are introduced. It is hoped that students will not only gain knowledge of the content but also develop inquiry skills, attitudes and values needed to become intelligent participating citizens. The arrangement of the survey course is similar to the other series of quinmester courses described in related documents. (SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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Social Studies: AMERICA SINCE THE CIVIL WAR

6416.09
6448.24

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

AMERICA SINCE THE CIVIL WAR

6416.09
6448.24

by

STEPHEN M. WOLF

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1972

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A SURVEY COURSE IN UNITED STATES HISTORY WITH MAJOR EMPHASIS PLACED ON ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENT SINCE THE CIVIL WAR. CONTENT INCLUDES INDUSTRIALIZATION, MINORITY GROUPS, REFORM MOVEMENTS, FOREIGN AFFAIRS, AND CURRENT PROBLEMS.

CLUSTER: AMERICAN STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: Elective

INDICATORS OF SUCCESS: None

COURSE RATIONALE: An attempt is made in this course of study to be selective of content and at the same time provide the students with the major concepts of American history from the conclusion of the Civil War to the present. It is hoped that the student will not only gain knowledge of the content, but will also develop inquiry skills, attitudes and values consistent with the needs of an intelligent citizen in today's America.

COURSE GOALS:

1. THE STUDENT WILL CITE EVIDENCE AS TO WHETHER RECONSTRUCTION POLICIES FULFILLED THE AIMS OF THE CIVIL WAR OR NOT.

2. THE STUDENT WILL DESCRIBE HOW AMERICANS REACTED TO INDUSTRIALIZATION AFTER THE CIVIL WAR.

3. THE STUDENT WILL PROPOSE REASONS WHY THE UNITED STATES CHOSE OVERSEAS EXPANSION IN CONTRAST TO HER FORMER FOREIGN POLICY.

4. GIVEN THE PROBLEMS ENCOUNTERED BY URBANIZATION, THE STUDENT WILL EXAMINE REFORMS INITIATED BY THE PROGRESSIVES.

5. THE STUDENT WILL HYPOTHESIZE AS TO WHY THE UNITED STATES ABANDONED NEUTRALITY IN WORLD WAR I.

6. THE STUDENT WILL EXAMINE LIFE IN THE TWENTIES AND PROPOSE REASONS FOR THE COLLAPSE OF THE AMERICAN ECONOMY.

7. THE STUDENT WILL FORMULATE A HYPOTHESIS AS TO WHETHER THE NEW DEAL ACHIEVED ITS GOAL, TO SOLVE THE ECONOMIC CRISIS.

8. THE STUDENT WILL EXAMINE HOW THE UNITED STATES REACTED TO THE AGGRESSION OF THE 1930's.

9. THE STUDENT WILL INVESTIGATE HOW A MINORITY GROUP (BLACK AMERICAN) ACHIEVES POWER.

10. THE STUDENT WILL MAKE A GENERALIZATION AS TO WHETHER WORLD PEACE IS THE RESPONSIBILITY OF THE UNITED STATES OR NOT.

COURSE CONTENT OUTLINE:

I. Reconstruction and the aims of the Civil War (1865-1896)

A. Fundamental War Aims of the Union

B. Political Reunion

C. Reconstruction and the Ex-Slave

D. Black Americans after Federal Troop Withdrawal

1. Political condition
2. Social condition
3. Economic condition

II. Industrialization (1865-1900)

A. Industrialization and the Farmer

B. Industrialization and the Worker

C. Unrest

D. Objectives of the Industrial Society

III. U.S. Expansion Overseas (1898-1900)

A. Imperialism

B. Territorial Expansion

C. Emergence of a World Power

IV. Progressivism and an Urban Society (1900-1914)

A. Industrial Innovations and the City

B. Urban Growth and Problems

C. Progressive Reforms

1. City Manager Plan
2. Commission Plan
3. Civil Service
4. Home Rule
5. Expertise in Urban Government
6. Urban Elections

V. World War I and Abondonment of U.S. Neutrality (1914-1918)

A. Neutrality

B. U.S. Trade

1. The Allies
2. The Germans

C. The Zimmermann Note

D. U.S. Involvement

VI. The Twenties (1920-1929)

A. Calvin Coolidge - Symbol of a Decade

(cont.)

ERIC

IRSE CONTENT OUTLINE: (cont.)

VI. (cont.)

B. The Business of America

C. The State of the Economy

VII. The Thirties (1930-1939)

A. The Americans and the Depression

B. The New Deal

C. Happy Days are Here Again?

VIII. The U.S. and Aggression of the Thirties (1930-1941)

A. America's Foreign Policy

B. Foreign Actions and U.S. Reactions

1. Japan
2. Italy
3. Spain
4. Germany

C. Neutrality

D. Day of Infamy

IX. Black America (1954-Present)

A. Brown v. Board of Education of Topeka

B. The Civil Rights Movement

IX. (cont.)

C. Voting Rights

D. Non-Violence and Martin L. King

E. Public Accommodations

F. Black Power

X. The U.S. and World Peace (1945-Present)

A. The Truman Doctrine and Marshall Plan

B. Alliances

1. NATO
2. SEATO

C. Confrontations

1. Korea
2. Formosa
3. Hungary
4. The Middle East
5. Cuba
6. Vietnam

GOAL 1: THE STUDENT WILL CITE EVIDENCE AS TO WHETHER RECONSTRUCTION FULFILLED THE AIMS OF THE CIVIL WAR OR NOT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Note to the teacher: This course begins in 1865 or during the period known as Reconstruction. It might be advisable to briefly review the highlights of the background and military phase of the Civil War. A film which does this well is The True Story of the Civil War, Dade Co. #1-31;32.		
UNION OBJECTIVES	A. The student will examine sources to identify war aims of the Union.	1. Have the student read excerpts from several of Lincoln's speeches, i.e. First and Second Inaugural Addresses, House Divided (1858), Gettysburg Address. From these and other readings have the students list the objectives of the Union as expressed by Lincoln. 2. Read the Emancipation Proclamation to the students. What did Lincoln hope to accomplish by issuing the Emancipation Proclamation? How did he justify his new policy? What effect did the Emancipation Proclamation have on the slaves living in states loyal to the Union? On slaves living in the Confederate States? 3. To further investigate the war aims of the North you might show the films, Abraham Lincoln: The War Years, Pt. 3, 1-12449 or Lincoln's Speeches and Letters, 1-13062.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	4. Discuss and/or read about Lincoln's plan for Reconstruction. Does his plan reflect objectives he stated earlier? In what ways do they? In what ways don't they? 5. With Lincoln's death, Andrew Johnson as the new President devised a plan for Reconstruction. After examining Johnson's plan, compare it to Lincoln's. How does Johnson's plan relate to the aims of the North? 6. Another plan for Reconstruction was authored by a group in Congress known as Radical Republicans led by Charles Sumner in the Senate and Thaddeus Stevens in the House. Discuss and/or read about the Radical plan for Reconstruction. Compare this plan with Lincoln's and Johnson's. How does the Radical plan relate to the Civil War aims of the Union? 7. Perhaps a chart might be in order at this point.

Civil War Aims	Lincoln's Plan	Johnson's Plan	Radical Plan

RECONSTRUCTION	B. The students will examine the Reconstruction Period.	1. Discuss the two main plans of Sumner and Stevens a. "State Suicide" Theory b. "Captured Territory" Theory 2

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. Discuss the final Republican Agreement on the disposition of the South and the 5 guidelines that were used. Ask: All things considered, was this plan justifiable?
		3. Assign individual students reports on the following subjects: a. Civil War Amendments 13-14-15 b. Carpetbaggers and Scallywags c. Black Codes d. Knights of White Camellia - Ku Klux Klan e. Freedman's Bureau
		4. Have students, groups or otherwise, answer the following questions: How did the Reconstruction government solve these problems - a. What was the relation of the seceded states to the Union? b. How should the Southern whites be treated? c. What should be done for the freed Negroes?
	C. The student will determine whether Reconstruction fulfilled the aims of the Civil War or not.	1. Have the students list the Civil War aims (refer to activity A.7.). Then have the students list the programs and activities implemented during the Reconstruction period.
		2. By means of discussion and classification have students attempt to match activities and programs with the Civil War aims, if possible.
		3. The students may next evaluate whether or not Reconstruction accomplished the objectives, as stated by Union leaders, of the Civil War. This might be accomplished by means of discussion, essay, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	4. To expand this further, the students can examine the condition of the Negro in the South after Reconstruction to the beginning of the 20th century. Any Black studies text and most recent U.S. history texts will contain this information. How did the treatment of the Negro in the South from the 1870's to 1900 relate to the war aims of the Union? The students might investigate the activities of the Ku Klux Klan during this time, lynchings in the U.S., and civil rights of Negroes. 5. Have students research The Plessy versus Ferguson Case of 1896. a. How did the Plessy versus Ferguson decision affect the Black man's search for equality under law? b. How did the conflict in the Plessy versus Ferguson case relate to the war aims you discussed and listed earlier? c. By the turn of the century had the Union achieved its war aims? d. Is it possible that the Union had partial success and partial failure in achieving its war aims? Why or why not? e. In light of your answers to these questions, in your opinion, did the Union win the Civil War?

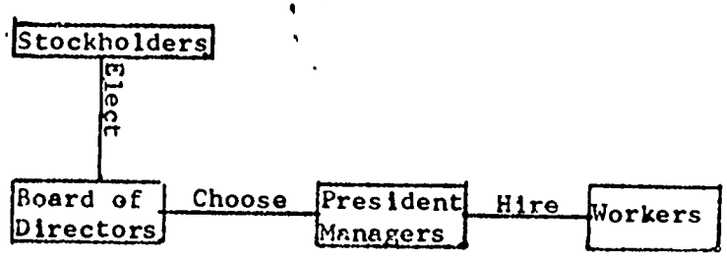
2: THE STUDENT WILL DESCRIBE HOW AMERICANS REACTED TO INDUSTRIALIZATION AFTER THE CIVIL WAR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
AGRICULTURE	A. The student will examine how agriculture became mechanized following the Civil War.	1. Discuss the Agricultural hardships after the Civil War. a. High prices of manufactured goods b. Declining farm prices c. High middleman costs d. High interest rates e. Unfair tax burdens f. Loss of farms. 2. Discuss The Granger Laws and relief to the farmers. 3. Have several students report on developments in the field of agriculture, e.g. James Oliver's plow developed in 1868. Other students might report on science and agriculture, e.g. the scientific work of Luther Burbank and George Washington Carver. 4. Discuss how the government promoted scientific agriculture. a. The U.S. Department of Agriculture b. The Morrill Act c. The Hatch Act d. Smith-Lever Act e. Smith-Hughes Act f. 4-H Clubs 5. Have the students compare the daily life and routine of a farmer before and after the Civil War. Would his lot be easier or more difficult? Explain.
INDUSTRY	B. The student will examine how industry developed following the Civil War.	1. Discuss several of the trends in industrial growth following the Civi War. a. Investment in American industry b. High tariffs to protect American industry

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	1. (cont.) c. A network of railroads which opened up national markets to manufacturers d. Abundant natural resources which supplied industry with raw materials e. A continuous flow of new immigrants f. An ever-increasing population which offered an expanding market for manufactured products. 2. Have the students investigate the various forms of business organizations, single owner, partnership, and corporation. Perhaps a chart might be compiled:

Business Organization	Advantages	Disadvantages
Single Owner		
Partnership		
Corporation		

3. After investigating corporations, have students discuss this organizational chart:



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	3. (cont.) Why did corporations first become important between 1865 and 1900?
		4. Have students report on examples of big business which developed after the Civil War. This might be accomplished by examining the business or some of the personalities associated with them.
		5. Have artistically talented students draw pictures or make models representing some of the products which were important at the latter half of the nineteenth century. Some students might make diagrams representing mass production techniques, e.g. standardization of parts, assembly line, labor saving machinery, and division of labor. Discuss these innovations.
EFFECTS OF INDUSTRIALIZATION FACTORY WORKERS	C. The student will describe the effect of industrialization upon American life (farmer and factory worker).	1. Discuss the typical day in a worker's life prior to the advent of Labor Unions and reforms; concentrating on: a. wages b. hours c. child labor d. safety e. job security
		2. Show film Rise of Organized Labor #1-13022.
		3. Make a transparency of the chronological history of labor unions from the early guilds to the final merger of the AFL-CIO.
		4. Ask students to write an essay or hold a panel discussion on labor unions today: Have they gone too far? Is there need for improvement? Have unions improved the worker's life?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
POPULIST MOVEMENT	C. (cont.)	5. Explain the platform of The Populist Movement including a. free coinage of silver b. increase money circulation c. income tax d. government ownership of public utilities e. tariff reductions f. eight-hour day g. direct elections of Senators h. single term for President Ask: Has any of this platform been enacted? Are any of these things still issue; today? 6. Divide the class into groups and have them research and report on the following areas dealing with the polulist movement: a. election platforms of 1896 b. William Jennings Bryan and "Cross of Gold" speech c. William Jennings Bryan, the man d. William McKinley, the man e. Results of Election of 1896 in respect to Populist goals 7. Taking into consideration the farmer and the factory worker and the effect on their lives by industrialization such as mechanization, urbanization, etc., have the students write an essay or discuss how these things changed the "American character." To expand this you might relate this concept to the present day. Also you might discuss whether or not all Americans benefited equally from industrialization.

GOAL: THE STUDENT WILL PROPOSE REASONS WHY THE UNITED STATES CHOSE OVERSEAS EXPANSION IN CONTRAST TO HER FORMER FOREIGN POLICY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IMPERIALISM	A. The students will examine America's foreign policy at the turn of the century.	1. Define Imperialism. Have students suggest historical examples. 2. Form a Panel Discussion to discuss whether all Imperialism is wrong. Example - The exploitation of Hawaii and the rebuilding of the Philippines. 3. Compare the wordings in our Declaration of Independence in regard to Colonies and our actions in 1898. Is there a conflict? 4. Have students read and discuss some statements regarding Imperialism made in the 1890's, e.g. Theodore Roosevelt, Henry C. Lodge, Albert Beveridge, William J. Bryan, William McKinley. (Many U.S. history texts containing original sources would serve as a reference tool.) 5. Have students read or read to them, Rudyard Kipling's The White Man's Burden. What did Kipling mean by the phrase "White Man's Burden?" Why do you think this poem enjoyed such popularity in America in the 1890's?
THE SPANISH AMERICAN WAR		6. Discuss the causes for our going to war with Spain in 1898. 7. Have individual students research on the following and report back to the class: a. Yellow Press b. DeLome Letter c. The sinking of Battleship Maine d. The Teller Resolution e. The Treaty of Paris 1898 8. Student reports or lecture on our annexation of Hawaii, Samoa and Virgin Islands.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	9. Compare our Imperialist attitudes toward the Philippines with The Hawaiian Islands. 10. Discuss this statement in regard to Hawaii "In 1860 the natives had the land and the missionaries had the Bible; in 1880 the natives had the Bible and the missionaries had the land." 11. Show the film, U.S. Expansion: Overseas #1-12861. This film shows the changing policy from isolationism toward becoming a world power during the terms of Cleveland, McKinley, and T. Roosevelt.
	B. The students will suggest reasons for a new American foreign policy.	1. List and discuss the advantages and disadvantages to the U.S. of following a policy of isolation of overseas expansion. 2. Refer to the statements made by opponents and proponents of Imperialism in activity A.4. 3. Have the students answer the following: Why do you believe the United States chose the road to Empire? What effect would this have upon future Americans?

GOAL: GIVEN THE PROBLEMS ENCOUNTERED BY URBANIZATION, THE STUDENT WILL EXAMINE REFORMS INITIATED BY THE PROGRESSIVES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INDUSTRIAL INNOVATIONS AND THE CITY	A. The student will examine those industrial innovations which fostered the growth of the city.	1. Have the students discuss and list innovations of the industrial world, past and present which have contributed to urban growth. The students may list such items as: transportation improvements, e.g., steamboat, canals, railroad, automobile, airplane; electricity; the elevator; steel and concrete; communication improvements, e.g., radio, telephone; distribution of water, gas, oil; removal of sewage and wastes. If the list is extensive, you may use the opportunity to have students classify these innovations. 2. Have the students, in groups or individually, indicate in writing or via discussion which innovations contributed most to the growth of cities. 3. Industry itself contributed to the growth of cities. Discuss how this and the agricultural revolution spurred on urban development.
URBAN GROWTH AND PROBLEMS	B. The student will describe how the rapid growth of cities between 1860 and 1910 created many urban problems.	1. Have students consult almanacs, encyclopedias, and statistical reports of the U.S. Bureau of the Census to determine the rapid growth of cities and the change in the U.S. from a rural oriented society to an urban one. (Note: It was just about the time of World War I when the U.S. urban population surpassed its rural population.) 2. Have the students locate the larger urban centers (c. 1900) on an outline map of the United States. a. Why are most of these cities located along the Atlantic seaboard and the Midwest? b. Why is there an absence of numerous urban centers in the South?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. (cont.) c. Give examples of how the geographical setting contributed to a selected city's growth and development. 3. Have students research and report back to the class concerning the sources, e.g. rural America and immigrants from Europe, of the urban growth. 4. As more and more people crowded into urban centers, there arose a demand for a new technology to solve the mounting problems. Have the students list and discuss these problems, (e.g. transportation, communication, water supply, waste disposal, housing, lighting and sewage.) 5. Encourage students to discuss relation of urban problems to the rapid growth of cities, to technological problems, and to traditional patterns of local government. At this point it should be brought out that the progressive reformers hoped to adjust institutions (i.e. municipal governments) to meet the demands of the new urban environment.
THE PROGRESSIVES AND THE CITY	C. The student will examine the ways in which the Progressives dealt with urban problems.	1. Have several students report on Lincoln Steffens' The Shame of the Cities, Jacob Riis' How the Other Half Lives, Jane Addams' Twenty Years at Hull House, or Sam Warner's Streetcar Suburbs: The Process of Growth in Boston 1870 - 1900. Others may report on the Progressive movement and leaders. 2. Have students read about urban reforms of the Progressives. Most U.S. history texts would be adequate.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	3. Have the students discuss and summarize such reforms as the introduction of city managers and commission forms of government, adoption of civil service, separation of city from state government, reliance on experts, and modification of city elections. Include in the discussion how each change contributed to solving or attempting to solve the urban problems. Note: The students should recognize that the Progressives worked to change city government and government personnel. 4. Have the students write an essay, The Progressive reform programs improved the quality of many municipal services. Note: The Progressives were engaged in reforms in many areas of American life, e.g child labor, women's suffrage, industry, prisons, labor, etc. Your class may wish to examine these in addition to or in place of urban reforms.

GOAL: THE STUDENT WILL HYPOTHESIZE AS TO WHY THE UNITED STATES ABANDONED NEUTRALITY IN WORLD WAR I.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NEUTRALITY 1914 - 1917	The students will examine selected events leading to U.S. involvement in World War I.	1. Shortly after World War I began (August 19, 1914) Woodrow Wilson said, "We must be impartial in thought as well as in action." On the eve of America's entry into World War I (April 2, 1917) Woodrow Wilson said, "It is a fearful thing to lead this great, peaceful people into war, into the most terrible and disastrous of all wars .... But the right is more precious than peace." As an introductory activity have the students discuss the differences in these two statements and make assumptions as to why the change may have taken place. 2. Show the film, World War I: Background, #1-12562. 3. Discuss with the students where they think American sympathies would lie and why. Toward the Allies? Toward the Central Powers? What would be the attitude of the recent immigrants from Europe? If the Allies won the war, what would this mean to the United States? What would a German victory mean to the United States? 4. By 1915 the war had reached a stalemate on the Western Front, which turned the attention of the belligerents to the sea. The British blockaded the European coast and laid explosive mines in the North Sea while the Germans made use of the submarine. a. In what ways did Great Britain interfere with American Trade? b. American anger at Great Britain subsided in the face of German submarine warfare. Explain why.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

4. (cont.)

c. As the war raged in Europe and on the high seas, America's trade was greatly affected. Taking into consideration the conditions at the time, have the students infer from the following statistical table:

UNITED STATES FOREIGN TRADE DURING WORLD WAR I	DOLLARS	INDEX (1914 = 100)
A. United States Trade to Allied Countries (England, France, Italy, Russia)		
1914	$ 824,860,237	100.0
1915	1,991,747.493	241.0
1916	3,2[illegible]4,480.547	389.7
B. United States Trade to Central Powers (Austria-Hungary, Germany)		
1914	$ 169,289,775	100.0
1915	11,878,153	7.0
1916	1,159,653	.68
C. United States Trade to Northern Neutrals (Denmark, Holland, Norway, Sweden)		
1914	$ 187,667,040	100.0
1915	330,100,646	175.8
1916	279,786,219	149.0

Note: Trade to the Northern Neutrals often found its way to Germany.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. (cont.) 1) What changes occurred in the flow of United States trade from 1914 to 1916? 2) Can you explain why these changes took place? 3) Do you think American trade was neutral? Why or why not? 5. Have several students research and report back to the class on the topic of submarine warfare, especially upon the sinkings of the Lusitania, the Arabic, and and the Sussex. Following these reports discuss the American reactions to these incidents and the German responses. 6. Duplicate or read the Zimmermann note: Berlin, January 19, 1917 On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to keep neutral the United States of America. If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement. You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we suggest that the President of Mexico on his own initiative should communicate with Japan suggesting adherence at once to this plan; at the same time offer to mediate between Germany and Japan.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. (cont.) 1) What changes occurred in the flow of United States trade from 1914 to 1916? 2) Can you explain why these changes took place? 3) Do you think American trade was neutral? Why or why not? 5. Have several students research and report back to the class on the topic of submarine warfare, especially upon the sinkings of the Lusitania, the Arabic, and and the Sussex. Following these reports discuss the American reactions to these incidents and the German responses. 6. Duplicate or read the Zimmermann note: Berlin, January 19, 1917 On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to keep neutral the United States of America. If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement. You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we suggest that the President of Mexico on his own initiative should communicate with Japan suggesting adherence at once to this plan; at the same time offer to mediate between Germany and Japan.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

6. (cont.)

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann

a. What did the Zimmermann note reveal about German policy?
b. How do you think Americans reacted to the note?
c. How do you think President Wilson reacted to the note?

7. The teacher or several students may fill in the details of German - American relations between this Zimmermann note (January 19, 1917) and the United States declaration of war (April 6, 1917).

8. Most United States history texts have the text (paraphrased or excerpts) of Wilson's war message to Congress on April 2, 1917. After reading this, have the students discuss Wilson's stated reasons for urging Congress to declare war. What seems to be the most important reason for the United States to abandon neutrality according to Wilson? Do you agree with him? Can you think of an alternate course of action? Did Wilson express any ideals or values? What were they?

9. Discuss Wilson's statement, "The world must be made safe for democracy." Is the United States concerned with this today? Explain.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Prepare a formal debate: Resolved that World War I could have been avoided through diplomatic negotiations. 11. Show the film, <u>World War I: Role of the U.S.A.</u>, #1-31025.

GOAL 5: THE STUDENTS WILL EXAMINE LIFE IN THE TWENTIES AND PROPOSE REASONS FOR THE COLLAPSE OF THE AMERICAN ECONOMY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ECONOMIC CONDITIONS	A. The student will examine the economic scene of the 1920's.	1. Journalist Thomas L. Stokes wrote of the Washington scene during the 1920's. Read a brief excerpt from his book, "Chip off My Shoulder," in which he describes President Calvin Coolidge as the symbol of the times. (Power and Prosperity, pp. 197-199) Alternate source: "Calvin Coolidge: The Quiet President" (Power and Prosperity, pp. 199-201) Pertinent discussion question: Explain Calvin Coolidge's quote: "The man who builds a factory builds a temple; the man who works there, worships there." 2. Reproduce for students the multiple economic graph included in the section "Who Prospered During the Twenties?" (Power and Prosperity, pp. 204-210) Examine each graph carefully with students. (Use acetates and overhead plus student dittos.) 3. Pertinent discussion questions: a. Compare the trend of production from the early 1920's to 1929. (Col. 1) b. How did increased production affect the price of consumer goods? (Col. 2) c. How did wages change during the decade? (Col. 3) d. Did the ratio between prices and wages permit workers to readily purchase the new products they were producing? (Col. 4) e. How successful were corporations during the 1920's? (Col. 6) f. What percentage of disposable income was held by 5% of the population in 1920? In 1929?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. (cont.) g. What superficial conclusions can you draw concerning the economic condition of the worker, the farmer, and the corporations of the 1920's? h. Does the economy of the 1920's seem sound? i. Why do you think people continued purchasing stocks although profit per share was declining? 4. Have students read about, and then describe the industrial momentum of the 1920's. (Rise of the American Nation, pp. 647-648. 5. Advertising boomed in the 1920's. Have the students locate and examine examples of advertising of the 1920's. Sources: This Fabulous Century, 1920-1930, pp. 119-127. The Free and the Brave, pp. 614-615. 6. The installment plan was America's answer to buying all those new products. Read to students the brief description "Those Easy Little Payments." (This Fabulous Century, 1920-1930, p. 99) 7. Discuss the pro's and con's of credit buying with the class. Compare the types of installment purchases of the 1920's with those of today. Ask students to read the applications for credit cards of well-known department stores. Investigate payment plans of these charge accounts. Discuss purchasing methods in students' homes.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. (cont.) Pertinent discussion question: Explain President Coolidge's statement: "The Business of America is business."
		8. To serve as a culminating activity, show the two record filmstrips The Reckless Years: 1919-1929 or alternate source: Headlines of the Century, #1-05401.
		9. Pertinent discussion questions: a. Reviewing the major political, social and economic aspects of the 1920's, agree or disagree with F. Scott Fitzgerald's summation of the decade: "to find all Gods dead, all wars fought, all faiths in man shaken." -This Fabulous Century, 1920-1930, p. 23 b. What aspects of the Roaring Twenties life seem to foreshadow disaster in the future? c. Do you think the United States could have avoided the Panic of 1929 and the Depression of the 1930's? Explain.
THE DEPRESSION	B. The student will survey specific economic factors causing the Depression.	1. Reproduce for student reading relevant excerpts from "Weakness in the Economy." (Power and Prosperity, pp. 217-221) 2. Have students read and discuss concepts introduced in "The Economy." (America, pp. 587-589)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	3. Show the filmstrip record The Great Depression, Part I, emphasizing the economic reasons for the Depression and the tragic results. 4. Show and discuss the film '29 Boom and '30's Depression, #1-10178. 5. Pertinent discussion question: What basic weaknesses in the American economy were already evident before the onset of the depression? Supplemental reading: "Prosperity and Herbert Hoover" (The Thirties, pp. 1-12) (For the advanced student, The Great Depression and American Capitalism. Have him derive his own conclusions for the causes of the depression. 6. As a termination exercise discuss with class in detail these two questions: a. Would there have been a depression in 1929 if there had not been a stock market crash? Justify your opinion. b. How many Americans in the 1932 election voted against Hoover rather than for Roosevelt? Explain.

GOAL 7: THE STUDENT WILL FORMULATE A HYPOTHESIS AS TO WHETHER THE NEW DEAL ACHIEVED ITS GOAL, TO SOLVE THE ECONOMIC CRISIS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE DEPRESSION AND NEW DEAL	A. The students will briefly examine the conditions in the United States in the early 30's.	1. Show film, Franklin Roosevelt, Part I, #1-31552. 2. The mood that was to prevail during the Roosevelt years was set during Franklin D. Roosevelt's first inaugural. Have students carefully study important excerpts from this speech. (Rise of American Nation, p. 667) Pertinent discussion questions: a. What role for government does F.D.R. envision during the 1930's? b. What specific governmental action does he outline in his speech? c. What has been the recent government decision concerning direct government job recruiting? (Students might be assigned the responsibility of reading all current newspaper articles on our present unemployment crisis.) 3. Have students read Chapter 36, "The Nation Undertakes a Great Experiment." (Rise of the American Nation, pp. 666-681) and "Businessmen: The NRA." (The New Deal, AEP) Alternate and supplemental sources: "Farmers: The AAA" (The New Deal, AEP, pp. 17-26) "The WPA: Aid to the Unemployed" (The New Deal. AEP, pp. 31-44) "New Deal Reform" (People Make a Nation, pp. 514-542) 4. Review carefully with students (chart on blackboard) the major measures of the New Deal. Any U.S. history text would be adequate for this activity.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	5. Compare government measures of the New Deal to those of today. Does each particular governmental policy still exist? Why or why not? Have there been modifications? How? 6. In a discussion, essay or speech have students explain in detail how Roosevelt's "New Deal" was one of "relief, recovery, and reform." 7. If time permits, and if the source is available, play PANIC, a simulation of the Prosperity of the 1920's and the Depression of the 1930's.
SUCCESS OR FAILURE	B. The students will formulate hypotheses as to the success or failure of the New Deal.	1. The following are questions for discussion or debate: a. Was Roosevelt guilty of creeping Socialism? b. Was Roosevelt's plan involving unemployment successful even though there were 9.75 million unemployed at the outbreak of World War II? c. Did his plan save the nation from economic collapse? 2. Discuss the New Deal's effects upon the following: a. the farmer b. the factory worker c. the consumer d. the businessman e. low income citizens f. labor unions g. the aged h. governments i. other 3. Have the students formulate a "report card" on the success or failure of the New Deal, using the above list. Then have the students formulate their hypotheses in groups or individually by means of discussion or essay.

GOAL: THE STUDENT WILL EXAMINE HOW THE UNITED STATES REACTED TO THE AGGRESSION OF THE 1930'S.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WORLD AFFAIRS IN THE 1930'S	A. The students will examine the world scene in the 1930's.	1. Read about and discuss the rise of dictators in Italy, Germany, Japan, the Soviet Union and Spain. 2. Discuss the ideas that the totalitarian dictators shared in common. 3. Have several students report on the various acts of aggression of the 1930's, e.g. Manchuria, Ethiopia, the Rhineland, China, Austria, the Sudetenland, Albania, and Czechoslovakia. 4. During the 1930's the United States broadened its foreign relations by recognizing the Soviet Union, formulating the Good Neighbor Policy, and expanding trade with the Trade Agreements Act of 1934. Have the students discuss the reasons for this broadening policy. 5. Show the films, Adolph Hitler, Part I, #1-31571 and Benito Mussolini, #1-31573. 6. On an outline map trace German conquests and annexations to September 1, 1939. Do the same for Japan's conquests and annexations.
MOVING AWAY FROM NEUTRALITY	B. The students will examine how the United States moved from isolation to total war.	1. Have the students read any standard United States history text dealing with the topic of American isolation of the 1930's. 2. Have the students list and discuss the reasons for United States isolation in the thirties. The list might include disillusionment of Americans over World War I, the Senate Munitions Investigating Committee (Nye Committee), concern over the Great Depression, and pacificism (this last point might be related to today).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	3. Isolationists in 1935-37 pushed through Congress a series of neutrality acts. Was the enactment of stringent neutrality legislation at this time a responsible act on the part of a nation that had outlawed war in the Pact of Paris in 1928? What effect would this legislation tend to have on our reaction to further aggressive acts of the Axis powers? Analyze our foreign policy before the war on the basis of this question. What arguments were raised against these laws? What was the effect of the United States' policy of neutrality in the Axis powers? On the Allies? 4. Have several students report on the circumstances of the Ethiopian and Chinese conflicts, which were both undeclared wars. Why did President Roosevelt apply the Neutrality Act (forbid munitions to be shipped to nations at war) to the Ethiopian conflict and not to the conflict in China? 5. Read excerpts from President Roosevelt's Quarantine Speech delivered at Chicago on October 5, 1937. "It seems to be unfortunately true that the epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.... War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	5. (cont.) the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down.... America hates war. America hopes for peace. Therefore, America actively engages in the search for peace." Why do you suppose there was opposition to this speech? The students might discuss how this speech was received in various sections of our nation (the Midwest, where the speech was given, was an isolationist stronghold). How could Roosevelt suggest an active policy of containment against aggression when the public opinion of the nation was so much against involvement? Is it the duty of the President to create or inspire public opinion that will support what he believes is the only correct policy? Would this be democratic? Does the President always know the best course? 6. To examine this further, discuss the Panay incident. What was the reaction of this incident to the American public? Compare this to the sinking of the Maine in 1898. 7. Review the Axis aggressions of the late 1930's to 1941. What were the reactions of the Americans to these acts of war? What were the effects of these events upon American foreign policy? What kinds of hostile actions can a government afford to tolerate

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	7. (cont.) in order to avoid war? Did the policy of appeasement seem to work with totalitarian governments intent on conquest? Would a show of force have been more effective? 8. Have the students conduct a Congressional committee meeting which is discussing the Lend-Lease Act. The committee is made up of an equal number of isolationists and interventionists. 9. Have several students report on the conscription law, Lend-Lease, and the destroyer deal. In Roosevelt's attempt to help the Allies, how did this mark a turning point in America's foreign policy? Was Roosevelt an isolationist or an interventionist? 10. Show the film, World War II: Prologue U.S.A., #1-31028, World at War, #1-40115, or World War II, 1939-1941, #1-13777.

GOAL: THE STUDENT WILL INVESTIGATE HOW A MINORITY GROUP (BLACK AMERICANS) ACHIEVES POWER.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE NEGRO AFTER WORLD WAR I Note to the teacher: As many standard U.S. history texts would not serve as adequate sources for this goal, the writer suggests using the state adopted text, Challenge and Promise, pp. 214-330. Alternate suggestions are Negro Views America, CEP, and Leadership in American Society: A Case Study of Black Leadership, Allyn and Bacon.	A. The students will examine the position of Negroes in American society at the end of World War I.	1. Have the students view a film on Black history, e.g. History of the Negro in America -- 1877 - Today: Freedom Movement, #1-13524. 2. Have several students investigate the position of W.E.B. DuBois, who urged that Negroes fight for an end of racial discrimination, and report this to the class. (See pp. 721-723, A New History of the United States.) a. Were the demands of DuBois justified? Why or why not? b. How would war-time experiences affect Negroes according to DuBois? c. What was DuBois' basic contention? d. How did DuBois see the Negro's role in American society? 3. Another position was advocated by Marcus Garvey. The teacher or several students may present this to class. Garvey advocated an independent Black Africa which could become a homeland for Negroes. (See pp. 723-724, A New History of the United States. a. What is the major point of Garvey's argument? b. How practical was Garvey's plan? Why would it attract a large following? c. In what ways did DuBois and Garvey want the same things? In what ways would they want something different? d. What assumption did both DuBois and Garvey make about American society? 4. Have the students write an essay about the nature of Negro movements in America at the end of World War I.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PARATE BUT UNEQUAL	B. The students will examine the break-through in civil rights following the 1954 decision.	1. Using the Readers Guide to Periodic Literature or A New History of the United States, pp. 724-727, have students read about and discuss the 1957 Little Rock, Arkansas crisis at Central High School. a. What did President Eisenhower do in the Little Rock school crisis? Why was his action significant? b. Do you think that the federal government ought to support the courts with force, if necessary? Why or why not? c. How did President Eisenhower justify the use of federal troops in the Little Rock crisis? d. What are the limitations of government action in promoting equal rights? 2. Have the students read and discuss white American racial attitudes toward the position of Negroes in America and toward the Negro Revolution from the Newsweek nationwide survey of both white and black attitudes. (See pp. 727-730, A New History of the United States.) a. How can many American whites hold deep prejudices against Negroes but at the same time agree to their having equal rights? b. What is the meaning of the surveys that show overwhelming white approval of equality of opportunity but also strong opposition to law enforcement designed to achieve equality? c. What are the implications of white attitudes for the civil-rights movement? d. How could black leaders use the Newsweek survey to their advantage? e. How do you think the white attitudes will affect the social processes which will take place between Negroes and Whites?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. (cont.) f. Do you think this survey is valid today? (It was taken in 1963.) What are the implications of change, if any?
ACK MILITANCY	C. The students will make hypotheses about the direction of Negro movements to achieve power.	1. Show the film, I Have a Dream: The Life of Martin Luther King, #1-31704 or King, Martin Luther, Jr.: From Montgomery to Memphis, #1-31873. 2. Have the students read about and discuss Martin Luther King's philosophy on civil rights. (See pp. 730-733 in A New History of the United States. a. What were the goals of Martin Luther King? How did he propose to reach these goals? b. Do you agree with his position? Why or why not? c. How did King react to white attitudes toward the Negroes' struggle for equality? d. How did Martin Luther King defend his non-violent direct action tactics against the charge of extremism? 3. Conduct an identical investigation and discussion on Stokely Carmichael's philosophy on civil rights. (See pp. 733-735, A New History of the United States.) a. What were the goals of Stokely Carmichael? How did he propose to reach these goals? Do you agree with his position? Why or why not? b. To whom did Carmichael appeal? c. What are some implications of black power? d. Do you think that the use of violence is justified to obtain civil rights if non-violent techniques have failed in the past?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	3. (cont.) e. Why did King and Carmichael argue that blacks had to win their rights through their own efforts and their own organizations? Were the views of the two identical? f. Has the philosophy of civil rights leaders changed since the mid and late 1960's when King and Carmichael expressed their views? Explain. 4. Have the students in groups or individually write a hypothesis about how Black Americans are attempting to achieve power. 5. There are a number of civil rights films and filmstrips which might be utilized throughout this unit or at the conclusion in summary. Check the Dade County Instructional Materials Catalog for films, tapes, etc.

AL 10: THE STUDENT WILL MAKE A GENERALIZATION AS TO WHETHER WORLD PEACE IS OUR RESPONSIBILITY OR NOT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
REIGN AID AND NTAINMENT OF MMUNISM	A. The students will examine the goals of American foreign policy following World War II and some of the methods used to achieve those goals.	1. Have the students read about the Truman Doctrine and the Marshall Plan (European Recovery Program). Any U.S. history text would be adequate. 2. Show the filmstrip, Harry S. Truman: Man of Decision, Part II. 3. After reading and viewing filmstrip, have students discuss American foreign policy following World War II. a. What did President Truman and Secretary Marshall think was the major challenge of the postwar world? b. What did Truman and Marshall think the primary objective of American foreign policy should be? c. How did Truman and his Secretary of State think the United States could best implement its major policy goal? What other alternatives can you think of? d. Why did Truman and Marshall think that their plans were in the self-interest of the United States? Do you agree? Should a nation base its foreign policy on its own self-interest or should it try unselfishly to help others? 4. Have the students discuss the United States role in international affairs following World War II in contrast to its role after World War I.
ST WAR CRISES	B. The students will examine several crises the United States has encountered since the end of World War II.	1. Have the students read about and discuss the partitioning of Germany after the war and the eventual Berlin Wall. Questions: a. Would Germany with her past history of aggression have been a threat to world peace today if she was not partitioned?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	1. (cont.) b. Did the communists have the right to build the wall? 2. Have students research and debate the situations of Hungary (1956) and Poland (1970) a. Should we have gone in with help when asked? b. What do you think would have happened if we did intervene? c. Why did we intervene in Dominican Republic in 1905 and Haiti in 1914 but not in Hungary, Poland or Cuba in the 1950's and 60's? d. Compare the situation in Poland and Hungary to that of Greece and Turkey immediately following World War II. 3. Discuss our Role in Korea concentrating on the following topics: a. How did U.N. get around Russia veto power to place troops in Korea? b. Defend this statement. Korean Police Action was a first in world history. It was truly a war to end war. c. Debate McArthur's firing by Truman. What precedent was re-established by this action? d. Show films That War in Korea, Part 1, #1-40073 and That War in Korea, Part 2 #1-40075. 4. Discuss the United States involvement in Southeast Asia. a. Have several students investigate United States involvement in Vietnam from 1954 to present and report to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	4. (cont.) b. Discuss the effects of Vietnam on the domestic scene, e.g. politics, student opinions. c. Show the film, Why Vietnam?, #1-30033 or Screen News Digest (Vol. 4, Issue 9), #1-12630. d. Have the students play the simulation game, Mission, which concerns our involvement in Vietnam. e. Questions: 1.) In attempting to halt the spread of communism, what commitments did the Eisenhower Administration make to the government of South Vietnam? 2.) Did Kennedy's policy in Vietnam differ significantly from Eisenhower's? Explain. 3.) What Presidential action did the Gulf of Tonkin Resolution endorse? 4.) What effect did the Gulf of Tonkin Resolution have on the United States' military and political commitment in Southeast Asia? 5.) What are the trends of United States policy in Southeast Asia in the 70's?
TED STATES. OLV ENT	C. The students will generalize concerning United States' involvement in world affairs.	1. Have the students compare these two quotations: "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to insure the survival and success of liberty. This much we pledge--and more." John F. Kennedy, 1961

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	1. (cont.) "We are not the world's policemen. How peoples wish to govern themselves, and how they wish to change their governments--that's their business." Hubert H. Humphrey, 1968 Do you agree with either of these statements? Why or why not? 2. The United States responded to postwar communist expansion with a containment policy which it implemented with a build-up of American military strength; economic, military, and technical aid to friendly nations; defensive military alliances; and wars in Korea and Vietnam. a. Considering this, do you believe that maintaining world peace is the responsibility of the United States? b. In your opinion, what role should the United States play in world affairs?

ATERIALS:

RECOMMENDED TEXTUAL MATERIALS:

*State Adopted

1. *Allen, Jack and Betts, John L. History - U.S.A. New York: American Book Co., 1971.
2. *Cox, David; Koberna, Thomas; and Nassif, Betty. Change and Progress, 1620 - 1900. New York: John Wiley and Sons, 1969.
3. *_____. Challenge and Promise, 1930 to the Present. New York: John Wiley and Sons, 1969.
4. *_____. Power and Prosperity, 1898 - 1929. New York: John Wiley and Sons, 1969.
5. *Fenton, Edwin, ed. A New History of the United States. New York: Holt, Rinehart and Winston, 1969.
6. *Freidel, Frank and Drewry, Henry. America: A Modern History of the United States. Boston: D. C. Heath and Co. 1970.
7. *Graff, Henry F. and Krout, John A. The Adventure of the American People. Chicago: Rand McNally and Co., 1970.
8. *Sandler, Martin W., Rozwenc, Edwin C. and Martin, Edward C. The People Make a Nation. Boston: Allyn and Bacon, Inc. 1971.
9. *Shafer et al. A High School History of Modern America. River Forest, Illinois: Laidlaw Brothers, 1969.
10. *_____. United States History for High Schools. River Forest, Illinois: Laidlaw brothers, 1969.
11. Todd, Lewis and Curti, Merle. Rise of the American Nation. New York: Harcourt, Brace and World, 1968.

Note: A number of state-adopted junior high school texts on American history might be utilized for those students with reading difficulties.

SUPPLEMENTAL MATERIALS:

1. Abramowitz, Jack. American History Study Lessons (Units 5-9). Chicago: Follett Publishing Co., 2963. (slow learners)
2. Addams, Jane. Twenty Years at Hull House. New York: Signet.
3. Ames, William C. The Negro Struggle for Equality in the Twentieth Century. Lexington: D. C. Heath & Co., 1965.
4. Beeke, Ralph K. The Worker and Social Change: The Pullman Strike of 1894. Lexington: D. C. Heath & Co., 1970.

ATERIALS: (cont.)

(cont.)

5. Campbell, John. The Abandonment of Neutrality: America's Entry into World War I. Lexington: D. C. Heath & Co., 1968.
6. Davies, Wallace E. The New Deal. New York: The Macmillan Co., 1964.
7. Ganley, Albert C. The Progressive Movement. New York: The Macmillan Co., 1964.
8. Gross, Richard E. and Madgic, Robert F., series eds. Profile of America Series. San Francisco: Field Educational Publications, 1971.
9. Kownslar, Allan O. The Progressive Era: Tradition in a Changing Society, 1900 - 1917. Lexington: D. C. Heath & Co., 1970.
10. May, Ernest R. From Imperialism to Isolationism, 1898 - 1914. New York: The Macmillan Co., 1964.
11. Merrill, Edward. Responses to Economic Collapse: The Great Depression of the 1930's. Lexington: D. C. Heath & Co., 1964.
12. Oliver, Donald and Newmann, Fred. Negro Views of America. Columbus, Ohio: American Education Publications, 1970.
13. _____. Diplomacy and International Law. Columbus, Ohio: American Education Publications, 1970.
14. _____. The Railroad Era. Columbus, Ohio: American Education Publications, 1967.
15. _____. The Rise of Organized Labor. Columbus, Ohio: American Education Publications, 1967.
16. _____. The New Deal. Columbus, Ohio: American Education Publications, 1968.
17. _____. The Immigrant's Experience. Columbus, Ohio: American Education Publications, 1967.
18. Sociological Resources for the Social Studies. Leadership in American Society: A Case Study of Black Leadership. Boston: Allyn and Bacon, 1971.
19. Traverso, Edmund. The 1920's Rhetoric or Reality. Lexington: D. C. Heath & Co., 1964.
20. _____. The Spanish American War: A Study in Policy Change. Lexington: D. C. Heath & Co., 1968.
21. This Fabulous Century Series. (Decades in the Twentieth Century). New York: Time-Life Books, 1969.
22. Warner, Sam B., Jr. Streetcar Suburbs: The Process of Growth in Boston. New York: Atheneum Publishers.

MATERIALS: (cont.)

3. AUDIO VISUAL MATERIALS:

A. Films:

Abraham Lincoln: The War Years, Part 3, 1-12449
Lincoln's Speeches and Letters, 1-13062
The Rise of Organized Labor, 1-13022
U.S. Expansion: Overseas, 1-12862
World War I: Background, 1-12562
World War I: Role of the U.S.A., 1-31025
'29 Boom and '30's Depression, 1-10178
Hitler, Adolph, Part 1, 1-31571
Mussolini, Benito, 1-31573
World War II: Prologue U.S.A., 1-31028
World at War, 1-40115
World War II, 1939 - 1941, 1-13777
History of the Negro in America - 1877 - Today: Freedom Movement, 1-13524
I Have a Dream: The Life of Martin Luther King, 1-31704
King, Martin Luther, Jr.: From Montgomery to Memphis, 1-31873
That War in Korea, Part 1, 1-40073
That War in Korea, Part 2, 1-40075
Why Vietnam?, 1-30033
Screen News Digest (Vol. 4, Issue 9), 1-12680

Note: Almost any period in American history can be surveyed by means of films obtained from the Instructional Materials Catalog of the Dade County Public Schools. Check especially the Biography series and the Screen News Digest series.

B. Filmstrips:

The following sound filmstrips are available from Guidance Associates, Pleasantville, New York:

The 1960's: Decade of Hope and Despair
The Industrial Revolution in America
The Reckless Years: 1919 - 1929

MATERIALS: (cont.)

3. (cont.)

B. (cont.)

The Great Depression: 1929 - 1939
A Nation of Immigrants
Emergence of the United States as a World Power
The Age of Theodore Roosevelt
Woodrow Wilson: Idealism and American Democracy
The Growth of the Labor Movement
Harry S. Truman: Man of Decision
Franklin D. Roosevelt: The Years that Changed the Nation
Dwight D. Eisenhower: Soldier and Statesman

C. Games:

Mission, Interact
Panic, Interact